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ABSTRACT

This teacher's curriculum guide is designed to help high school students to gain a greater understanding of the subject of authority and a greater ability to deal with issues of authority effectively as they go about their daily life as citizens in U.S. society. For each of the 12 lessons, the guide provides an overview, objectives, materials needed, and teaching procedures. An introduction discusses the rationale of the Law in a Free Society program, the organization of the Authority segment of the curriculum, the use of intellectual tools in analyzing issues of authority, program components, and helpful hints for conducting class discussions. The 12 lessons are organized into four units. Unit 1, What is authority? includes: (1) What is the differences between authority and power without authority? (2) What are some sources of authority? and (3) How can we use authority? Unit 2, How can we evaluate rules and candidates for positions of authority?, presents: (4) How should we choose people for positions of authority? (5) Who would you select for this position of authority? (6) What should be considered in evaluating rules? and (7) How would you create a law? Unit 3, What are the benefits and costs of authority?, contains: (8) What are some consequences of authority? and (9) How do you judge the benefits and costs of authority? Unit 4, What should be the scope and limits of authority?, features: (10) What makes a well-designed position of authority? (11) How would you evaluate this position of authority? and (12) How would you design a position of authority? A concluding activity, What should be the limits on challenging authority?, also is provided. (DB)

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AUTHORITY

Law in a Free Society Series

TEACHER'S GUIDE

SO 021 437

Level VI

Center for Civic Education

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AUTHORITY

Law in a Free Society Series

Level VI

TEACHER'S GUIDE

Center for Civic Education ■ 5146 Douglas Fir Road ■ Calabasas, CA 91302 ■ 818-340-9320

Cover and certificate p. 63:
The Country School, Winslow Homer, Courtesy of St. Louis Art Museum

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Second Edition

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"Liberty without learning is always in peril and learning without liberty is always in vain."

John Fitzgerald Kennedy
March 18, 1963

A constitutional democracy, more than any other type of government, depends upon an informed and responsible citizenry. While James Madison and Alexander Hamilton hoped that creating the right institutions would solve the problems of self-government, thinkers like Thomas Jefferson, John Adams, and Mercy Otis Warren recognized that these institutions require the support of an enlightened people.

The experience of the past two hundred years confirms their beliefs. The operation of even the most carefully designed political institutions is ultimately dependent upon the character of its citizens. As Montesquieu argued, if tyranny rests on fear, a free government must rest on civic virtue.

From the inception of the public school system in America, educational institutions have played a major role in preparing young people for citizenship. Schools today, as in the infancy of our republic, must serve to nurture and sustain civic competence, civic responsibility, and a reasoned commitment to our most fundamental principles and values.

To assist schools in fulfilling this critical role, the Center for Civic Education has developed the Law in a Free Society curriculum.

Charles Quigley
Executive Director
Center for Civic Education

INTRODUCTION

Rationale for the Law in a Free Society Program

A fundamental hypothesis of the Law in a Free Society program is that education can increase a person's capacity and inclination to act knowledgeably, effectively, and responsibly. It follows that the role of educational institutions must be to help students increase their capacity to make intelligent choices for themselves—to learn **how** to think, rather than **what** to think. The alternative, indoctrination, is an improper role for educational institutions to play in a free society, and one which has had, in general, the opposite effect of that which its proponents have predicted.

The Center for Civic Education was founded upon the belief that the learning experiences provided by a curriculum based on this philosophy result in significant progress towards students' development of a rational and profound commitment to those principles, processes, and values that are essential to the preservation and improvement of our free society.

The Law in a Free Society (LFS) curriculum is designed to

- promote an increased understanding among students of the institutions of our constitutional democracy and the fundamental principles and values upon which they were founded,
- develop the skills necessary to help young people become effective and responsible citizens, and
- increase the understanding and willingness of students to use democratic processes when making decisions and managing conflict, both in public and private life.

The curriculum is based on four concepts fundamental to understanding our constitutional democracy: justice, authority, privacy, and responsibility. Each of these concepts is developed sequentially in scope and complexity, from Level I (K-1) to Level VI (grades 10-12). The curriculum is designed to be integrated into social studies and general humanities courses.

While conceptual in nature, the LFS program is based on the day-to-day experiences of students. The uniqueness of the curriculum is that it helps students see the relationship of their experiences to the larger arena of social and political life.

The LFS curriculum provides analytic frameworks, or sets of "intellectual tools," that help students think critically and develop reasoned and responsible positions on important issues. The intellectual tools are reinforced through the use of active learning strategies, by which students develop the personal and group interaction skills required for successful social and political participation in a democracy.

In studying the LFS materials, students develop an ability to identify issues that require social action. They are encouraged, not through indoctrination but through informed inquiry, to make a personal commitment to accept the responsibilities associated with the rights we enjoy as citizens—responsibilities essential to the continued existence of a society based on the ideals of justice, equality, freedom, and human rights.

Overall Conceptual Framework of the Authority Component of the Law in a Free Society Program

Americans have traditionally displayed an ambivalent attitude toward authority, skeptical while at the same time looking to authority for the resolution of conflict and the maintenance of order. This ambivalence may be traced to our historical origins.

Many of those who came to the new continent from Europe did so to be free of what they considered oppressive authority. At the same time, however, the colonists feared the obvious vicissitudes of anarchy. Our Constitution clearly reflects this fundamental ambivalence. While authority is provided for, there are also limits on its exercise.

Today, many of our newest immigrants come to America seeking to escape from the oppressive misuse of authority. Yet, they come with strong traditions in which custom, religion, and family authority are extremely important. Clearly, their views and values will influence the way our society views authority in the future.

The *Authority* curriculum calls upon students to examine the concept of authority, its benefits and costs, and its proper scope and limits. The curriculum is written with the understanding that to preserve a democratic republic, it is essential that citizens are able to make informed and responsible decisions about issues of authority.

Organization of the *Authority* Curriculum

The *Authority* curriculum is organized into four units, each focused around a general question relating to the concept of authority. Unit One introduces the concept of authority, the important difference between authority and power, and the sources of authority. Unit Two focuses on evaluating and developing rules and selecting those who serve in positions of authority. In Unit Three students analyze the benefits and costs of authority, and in Unit Four they discuss the scope and limits of authority. In each unit, students are introduced to a set of intellectual tools helpful in studying these topics.

Unit One is designed to answer the question, "What is Authority?" As used in this program, the term "Authority" is defined as power that is legitimized and institutionalized in society, usually by custom, law, or prevailing moral principles and values. Understanding the relationship between power and authority is an important first step in understanding what authority is.

The second step is to investigate the source of authority attached to various roles, laws, institutions, traditions, or beliefs. Without this investigation, there is no frame of reference from which to measure the legitimacy of particular exercises of presumed authority. For example, viewing the Constitution as a source of authority for the American presidency, provides a basis for evaluating the legitimacy of the acts of a president.

In the third step, students gain a perspective on authority by studying situations in which there is an absence of authority or a misuse of authority. Students then examine ways to deal with such situations wisely and effectively. In the process, they learn that in addition to providing for social order, authority can act to protect and promote basic social values, such as human dignity, individual freedom, and justice.

Unit Two is designed to help students acquire the knowledge and skills to make informed and reasoned decisions about matters relating to rules and people in authority. These are skills essential for effective participation in the constitutional democracy in which we live. Students are given a practical, step-by-step procedure and set of considerations to help them in three important tasks: (1) selecting people to fill positions of authority, (2) evaluating rules to determine their strengths and weaknesses, and (3) developing new rules.

Unit Three helps students understand that every exercise of authority carries with it certain benefits and costs, for individuals and for society as a whole. It is

necessary to understand the benefits and costs of authority in order to make intelligent decisions about what the scope and limits of authority should be.

Some benefits and costs of authority are inherent in the very concept itself. For example, any exercise of authority necessarily entails a restriction of individual freedom. But, paradoxically, authority is essential for the very existence of freedom. Other benefits and costs of authority have become evident through human experience. For example, we have learned that while authority can provide a sense of security, the potential for its misuse requires constant vigilance.

In the final unit of the *Authority* curriculum, students examine the scope and limits of authority. Unit Four focuses on one of the most important aspects of the curriculum. Most of what has been included in prior units, while of value itself, has been designed to prepare students to make decisions about the scope of the authority which ought to be assigned to a particular position and the limits which ought to be placed on that authority.

Students are helped to realize that if authority is to be used to fulfill the purposes which they studied in Unit One, and to bring about the kinds of benefits discussed in Unit Three, then those positions of authority must be given sufficient powers and resources. On the other hand, if the costs of authority introduced in Unit Three are to be avoided or minimized, then clear limits on that authority and mechanisms for enforcing those limits must be established.

The concluding activity allows students to apply their skills and knowledge to answer the question, "What Should Be the Limits on Challenging Authority?" This question has been considered by philosophers and scholars for centuries. It is presented to the students through the Greek tragedy *Antigone*. Students read an adaption of the story and then conduct a class debate in which they consider the issues raised by the conflict between moral principles and the laws of the state.

The Use of Intellectual Tools in Analyzing Issues of Authority

In this curriculum students are not asked to answer the question "What is Authority?" by developing an abstract, philosophical definition of the subject. Instead, they are asked to examine and make decisions about authority in specific situations by learning to apply a set of intellectual tools.

The term "intellectual tools" is used to refer to a wide variety of ideas and sets of questions useful in examining and making decisions about problems of authority in society. These "tools of the mind," like any good tool, can be useful in a number of ways. The programs of the Center for Civic Education are unique in the training they give students in the use of intellectual tools. Through their use, students gain both a greater understanding of the concept of authority and a greater ability to deal with other problems they may face in their lives.

The need for and usefulness of various intellectual tools in analyzing issues of authority may be clarified by looking at how intellectual tools are used in other areas of study. Imagine archaeologists walking across a hillside looking for signs of an ancient Native American village. In their minds they carry a body of knowledge and skills, including facts, ideas, hypotheses, and questions which enable them to see and understand things that an untrained person might not see or understand.

While a lay person might walk right over a site where thousands of Native Americans had once lived without even recognizing it, archaeologists, armed with their special knowledge, immediately recognize the telltale signs of human habitation. They then use their skills and training to systematically gather and process information in order to gain a better understanding of the past.

It is the same with persons trained in the use of the intellectual tools of other disciplines. In each, the trained person has an advantage over the untrained person in understanding certain things, accomplishing certain objectives, or in reaching informed decisions and determining subsequent action. This is true whether one is talking about a master carpenter, a television producer, a political scientist, a judge, or an astronaut.

Just as in other areas of study, the subject of authority requires the use of a specialized set of intellectual tools. Some of these "tools of the mind" will be introduced in this curriculum.

Program Components

As in the other components of the Law in a Free Society curriculum, *Authority* is composed of a nonconsumable student book and a teacher's guide. Each student lesson includes text for reading and discussion, problem-solving activities, and a section to help students review and use the concepts and skills presented in the lesson. The narrative for each lesson is divided into small segments to make it more manageable and accessible for students.

Skill-building activities are presented directly within the student text. These activities are designed to facilitate the following:

- the ability to work effectively in an individual, small group, and whole class setting
- the ability to participate actively in making individual and group decisions
- the ability to express personal convictions and to recognize and respect the views of others
- the ability to set goals, and to plan and take appropriate actions to achieve them
- the ability to serve in a leadership role and be willing to follow the leadership of others
- the ability to develop reasoned solutions to controversial issues
- the ability to persuade, debate, and negotiate in order to respond to and resolve conflict

Various graphs, worksheets, charts, and forms relevant to lesson content are provided in the student book. Each lesson also includes colorful illustrations designed to complement textual material and enhance comprehension.

Aside from the student book itself, the only other materials needed to complete the LFS program are those found in an ordinary classroom, such as a chalkboard, poster paper, notebook or writing tablets, and pens or pencils.

Please note that students will be asked to keep notes, develop outlines, and record their ideas and opinions, as well as write essays, poems, editorials, and stories throughout the course of the program. To develop communication skills, you may wish to have each student reserve a special notebook or journal.

The teacher's guide for each unit is designed to complement and extend the student text. Its purpose is to serve as a resource for educators, not to limit their own creativity.

Following this introduction, the teacher's guide is divided into sections which parallel each lesson of the student text. Each section begins with an overview of the lesson, lesson objectives, and a list of needed materials.

Strategies for presenting and discussing each lesson are provided under the heading "Teaching Procedures." Suggestions are offered to help plan lesson sessions, facilitate discussion, complete activities, and augment and enrich each lesson. Special "Planning Ahead" sections are provided to assist in classroom management. These include suggestions for incorporating visits from outside professionals during the program.

Finally, the teacher's guide includes two unique features. The first is a letter which can be duplicated and sent home to parents and guardians to inform them about the curriculum and to encourage them to reinforce at home the lessons being taught in the classroom.

The second is a special certificate of achievement to be presented to all students upon completion of the *Authority* curriculum. Such a certificate is an excellent way to reinforce each student's sense of accomplishment and self-worth. The certificates serve as a symbol of the academic ability of the students and their commitment to become active, responsible citizens of a free society.

Helpful Hints for Conducting Class Discussions

Civic education often entails presenting and discussing controversial subject matter. The discussion of controversial issues not only excites students, but also teaches decision-making skills, citizenship participation, and conflict management.

Despite these educational rewards, however, teachers are often reluctant to introduce controversial subjects in the classroom, fearing that students will be unable to rationally discuss emotionally-charged subjects or ambiguous issues.

Nevertheless, reasoned debate and controversy are the life blood of a democratic society. As educators, we would be doing our students and our nation a disservice if we shy away from such issues in our schools. In fact, successful and constructive classroom discussion of controversial topics and contemporary issues can lead to exciting, stimulating, and rewarding moments both for you and your students.

You can help make these discussions successful by following a few basic teaching tips:

- When addressing controversial issues, encourage your students to examine and present conflicting views. Be sure to allow ample time to explore all sides of an issue.

- Emphasize the legitimacy of various viewpoints and stress historical antecedents and contemporary parallels. By doing so, students can see how conflicts have been managed or mismanaged in the past.
- Try to present the central issues of the controversy in a tangible form. Make allusions to the problems and dilemmas your students face in their own lives. Help them to identify specific points of agreement and disagreement, places where compromise might be possible, and places where it is unlikely to occur.
- Discuss ideas or positions, rather than individuals, associated with a controversy. Conflicting attitudes should be presented in an unbiased manner.
- Emphasize that, in most cases, it is not the outcome or the decision which your students reach that is important, but the fact that they are able to reach a reasoned decision and express it in a civil manner. Stress that on many controversial topics, reasonable people might very well differ. By having students explain the positions of others and justify their own opinions, they will learn to respect and understand varying opinions and have a better appreciation of the diverse and pluralistic nature of our society.
- Always remember to conclude or debrief an activity or discussion by summarizing the arguments and exploring the likely consequences of the various alternatives your students have suggested.
- Finally, be sure to emphasize that by learning how to discuss, manage, and evaluate controversial issues, your students will develop a better understanding of the importance of controversy, compromise, and consensus in a free society.

Planning Ahead

VISITING PROFESSIONALS: Before beginning the program, you may wish to make arrangements for your class to visit a place where people in positions of authority work, such as a courthouse, police station, city hall, board of tax and land appeals, hospital, department of motor vehicles, or environmental protection agency. You may also wish to arrange for your students to attend an event, such as a school board meeting, where people in authority or those who monitor people in authority, discuss current issues and events.

You can also bring the outside world into your classroom by inviting professionals in positions of authority to participate in one of the program

activities. During the course of this program, you may wish to invite an attorney, judge, legislator, probation officer, law enforcement officer, doctor, youth group leader, or theatrical producer. You might also consider extending an invitation to a member of an agency, organization, or citizen group which monitors public policy.

Special classroom visitors provide a change of pace for you and your students. They can share concrete knowledge and personal experiences to enliven the concepts being presented in the lessons. In addition, they serve as role models and living examples of possible career opportunities for your students.

Because of busy schedules, it is advisable to extend these invitations as soon as possible. Once you have pre-arranged a visit, a committee of students should be selected to write formal invitations and serve as escorts for your guests on the day of their visit.

Remember that outside professionals are usually not trained educators. For a successful visit, you will want to send your guest a copy of the lesson to preview. Follow up with a meeting or phone call. Reassure your visitor that you will direct the class and describe exactly what is expected of him or her. Be sure also to remind the classroom guest to speak simply and avoid jargon as much as possible. Following these simple guidelines will help assure that the visit will be a success for everyone involved.

LEARNING CENTERS: Prior to beginning the *Authority* curriculum, you may wish to speak to your school librarian about establishing a special reading or learning center in your classroom or school library. In the course of this program, your students will read selections and adaptations from literature in which issues of authority are raised, such as *The Story of the Rheingold*, *Two Years Before the Mast*, "On the Duty of Civil Disobedience," and *Antigone*.

In addition to including the unabridged copies of these works in the learning center, you and your librarian may wish to select stories, plays, and novels, such as *Beowulf*, *Lord of the Flies*, *Henry V*, *Lord of the Rings*, *Huckleberry Finn*, *Night Journeys*, *Animal Farm*, and *Moby Dick*, as well as non-fictional accounts of the Japanese internment camps, the civil rights struggle, the woman suffrage movement, the anti-war protests, and the nuclear freeze movement which raise issues of authority. Biographies of Henry David Thoreau, Susan B. Anthony, Martin Luther King, Jr., and others might also be included.

Learning centers are an excellent way to extend learning, to review and reinforce concepts taught within the classroom, and to integrate the teaching of social studies and language arts. In addition, outside reading combined with the strong writing component of the LFS program, will help students develop their communication skills.

PARENT OR GUARDIAN LETTER: Before beginning the program or at the first open house, you may wish to duplicate the letter on page 17 to inform parents and guardians about the program. Such a letter improves school-home relations and helps reinforce the concepts and skills being taught in the classroom.

Introducing the Program

Before beginning this program in which class discussion and sharing of opinions is a critical component, it is suggested that you lay down some ground rules. For example:

- When expressing an opinion, always be prepared to justify it.
- Politely and respectfully listen to the opinions of others.
- In the interest of personal privacy, do not use actual names when sharing personal knowledge about the use of authority and power.
- It is perfectly permissible to disagree with the majority opinion, but be prepared to explain why you disagree.

Dear Parent or Guardian,

It is my pleasure to announce that your child will be studying the concept of **Authority** this school semester, as part of the **Law in a Free Society** curriculum.

This program is designed to give students the skills they need to become competent citizens and to promote our most cherished American values and the principles of our Constitution. By learning about their rights and responsibilities as citizens, students will be encouraged to appreciate and participate in the free, democratic society of which they are privileged to be a part.

Students will learn how to distinguish between authority and the use of power without authority. They will acquire the skills to evaluate rules and people who hold positions of authority. In our democratic society, it is the responsibility of citizens to monitor those who govern us and hold positions of public trust.

You can help reinforce what your child is learning in the classroom by asking about the program and by discussing current events and situations in your personal lives that raise issues of authority.

Most importantly, please include your child, as much as possible, in the citizenship activities with which you yourself may be involved. Take your child to a meeting of your local service organization, citizen league, or school board. Ask your child to accompany you when you pay your taxes at city hall or go to vote. Together write a "Letter to the Editor" of your local newspaper about an issue in which you both are interested. Volunteer to work as a team on a community project, such as a voter registration drive or an environmental petition campaign.

Through activities such as these, you can actively take part, not only in your child's education in school, but in underscoring the importance of knowledgeable citizen participation to ensure that our society will always remain free.

If you have any questions about the program or would like to volunteer to participate as a school aid or classroom visitor, feel free to contact me at _____. I look forward to hearing from you.

Yours sincerely,

UNIT 1
What Is Authority?

Have students look at the cover. Ask if they had designed it, what pictures might they have chosen to include about authority and why?

Then ask your students to take a "mind walk," recalling the people and institutions associated with authority they have come into contact with so far during the day. Some examples might include their parents, school bus driver, crossing guard, school administrator, or a religious leader. They might even mention their teacher! Other less familiar examples of authority might include the FDA which approved the toothpaste they used, the government agencies that regulate the manufacture of their clothing, or the state legislature which passed the traffic laws they followed on their way to school.

Make a list of their suggestions on the chalkboard or on poster paper. Then have students take a moment to look over the table of contents and read the unit introduction. At this point, you may wish to assign each student a study partner and set up small groups of students to work together on various program activities. The groups should be heterogeneous and well-balanced in terms of the leadership capabilities and verbal acumen of their members.

You also may wish to take a moment at this time to inform your class of the learning center, and to explain that they will be keeping a program journal. Their first entry might be a list of images they associate with the concept of authority.

Lesson 1

What Is the Difference Between Authority and Power Without Authority?

Lesson Overview

In this lesson, students will investigate the differences between authority and power without authority by analyzing contemporary situations.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. define the terms "authority" and "power"
2. identify situations of authority and power without authority
3. explain their views on the importance of making distinctions between authority and power without authority

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Identifying examples of authority and power

Write the word "authority" on the chalkboard or on poster paper. Ask students what they think of when they hear that word. You may wish to refer back to the list students made when they did the "mind walk" activity. Write their suggestions fanning out from the word in a sunburst pattern.

Next do the same with the word "power." What associations do your students make with this word? Are they similar to or different from those associated with authority? Ask students how they would define the two words.

B. Problem Solving: Identifying those with the right to use power

Have students read the story about the drug cartel. Then use the "What do you think?" questions to discuss the story. After delineating the difference between the legal and illegal use of power, refer students back to the chalkboard list made in the introductory activity. What word or phrases describe the drug cartel? The government authorities?

C. Reading and Discussion: Defining terms

Have students read the selection "Power or Authority?" How do the definitions they gave in the beginning of the lesson compare with those given in the text? Ask your students to suggest other examples of power and authority.

D. Problem Solving: Identifying examples of power and authority

Have students work individually or with a study partner to read the ten examples and identify them. Afterwards, reconvene the class. Have students compare their answers and discuss them, using the "What do you think?" questions as a guide. Suggested answers are as follows: Authority – 1,3,4,8,10; Power – 2,5,6,7,9.

E. Concluding Activity

To conclude the lesson, ask your students if they have any new ideas for images of authority and power for the cover. Then direct their attention to "Using the Lesson." Explain that these are additional activities for reinforcement and enrichment. Discuss the use of the program notebook or journal, if you have not already done so, and make the first assignment. You may also wish to assign the second suggested activity, a newsclipping project on power and authority.

Lesson 2

What Are Some Sources of Authority?

Lesson Overview

In this lesson, students will learn about the places authority is found—roles, institutions, rules and laws, customs, and principles of morality. They also will learn about some of the sources of authority—birth, knowledge, consent of the governed, religion, conscience, and tradition.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. name places in which authority is found
2. identify some of the sources of authority
3. read literary selections and evaluate and discuss them in terms of the concepts of authority and its sources

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Searching for the source

Begin class by telling your students that in 1848, a women's rights convention was held in Seneca Falls, New York. The main purpose of the meeting was "to discuss the social, civil, and religious condition and rights of women." The women and men attending the convention discussed and adopted a series of resolutions.

Read aloud or write on the chalkboard the following proposed resolution and ask your students to identify the source of authority claimed as the basis for equal rights for women. Would they have voted for the resolution had they attended the convention? Why or why not? What other sources of authority can they name?

> WHEREAS: The great law of nature is said to be that every person shall pursue his own true happiness. Blackstone [a famous legal expert] remarks that this law of nature is superior to any other law. It is binding all over the globe, in all countries, and at all times. No human laws are of any validity if they are contrary. And those human laws which are valid derive all their force, validity, and authority from this law of nature. Therefore be it
>
> RESOLVED: Any laws which conflict, in any way, with the true happiness of women, are contrary to the great law of nature. They therefore have no validity, for the law of nature is superior in obligation to any other.

B. Reading and Discussion: Examining the sources of authority

Have the class read the first sections of the lesson which discuss where authority is found and where it comes from. Ask students to suggest examples of the roles, institutions, rules, laws, customs, and moral principles in which authority is found.

For each example of authority students mention, ask them what they think is the source of that authority. For instance, if a student mentions a church or temple as a place where authority is found, the source for that authority would be divine (God). Religious authority might also be derived from custom. Note that there can be more than one source for a law, belief, or position of authority. Do not be concerned if this somewhat abstract discussion "loses" some of your students. The concepts presented in the text will be reinforced by the use of concrete examples.

C. Problem Solving: Working in groups to identify the sources of authority

Follow the directions in the student book, dividing the class into groups to analyze the assigned selections, using the "What do you think?" questions to spark discussion. Each group should choose a recording secretary and spokesperson. The group secretary should make a record of the discussion for a

spokesperson to use when reporting back to the entire class. (You may wish to alternate these roles in subsequent activities in order to provide each student with the opportunity to act in a leadership role.)

After reconvening the class, allow each group spokesperson to report to the class about the discussion and conclusions of his or her group, using the notes taken by the recording secretary for reference.

Following the group presentations, ask students to compare the sources of authority in each selection. Is one source more important than or superior to another? Does a higher law supercede a man-made law?

You also may wish to ask other comparative questions, such as "Were the Tinkers and Thoreau in agreement about higher law?" or "Do you think the Mayflower Compact had a better chance of being followed because it was a written document, versus the Law of Hospitality which was not?"

D. Concluding Activity

Bring the lesson full circle by asking students to think again about the arguments made at Seneca Falls concerning the rights of women. Can they make any other arguments for equal rights based on some of the reasoning and sources discussed in the problem-solving selections?

Afterwards, you may wish to make assignments from "Using the Lesson." The first activity is a journal-writing exercise. In the second, students draw charts to trace the source of a police officer's authority. You also may wish to have students create charts to trace the sources of authority represented in each of the problem-solving selections. In the third activity, students are asked to write an editorial on the *Tinker* case, and in the last, students can create a skit about the influence of customs.

Lesson 3

How Can We Use Authority?

Lesson Overview

In this lesson, students will discuss the need for rules, laws, and positions and institutions of authority. They will briefly discuss the concept of a "state of nature," in terms of Locke's political philosophy, and then examine a case study that demonstrates the use of authority in resolving conflict.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify important uses of authority
2. describe what life would be like without authority
3. evaluate the use of authority in a specific situation

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Imagining life without authority

Before opening their texts, ask students to list as many examples of what life would be like without authority as they can think of in one minute. Afterwards, compare their lists, writing some of the examples on the chalkboard or on poster paper. Then have students read the introductory section of the lesson. Use the three questions raised in the reading to discuss the examples your students gave.

B. Problem Solving:
Analyzing the need for government

Before beginning the activity, explain to your class that John Locke (1632-1704) was an English political philosopher whose views had tremendous influence on the Founders of our nation. Locke developed the concept of natural rights, which was incorporated in the Declaration of Independence and the Bill of Rights, and later was used in the arguments made at the Seneca Falls conference. Explain to your students that the natural rights philosophy is based on imagining what life would be like without authority. (For more information on this topic, you may wish to refer to the *We the People...* curriculum, also by the Center for Civic Education.)

Have students work with study partners to read and analyze the adaptation from Locke's *Two Treatises of Government*, using the "What do you think?" questions as a guide.

Reconvene the class to discuss the reading selection. You may wish to refer back to the discussion in the previous lesson of the Mayflower Compact. Do they think the Pilgrims agreed or disagreed with Locke's views?

At this time, you also may wish to share the following quotation from the Declaration of Independence. Ask students to compare Locke's and Jefferson's views on authority.

> We hold these truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends it is the Right of the People to alter or to abolish it, and to institute new Government...

Having now thought about the arguments of Locke and Jefferson, do your students wish to revise, in any way, the views they expressed earlier? Do they think the women at Seneca Falls, Henry David Thoreau, and the Tinkers were justified in their views and actions?

C. Problem Solving: Analyzing the uses of authority

Before beginning the case study, have students read about the uses of authority. Ask them to offer examples of each of the three categories suggested. Can they think of other important uses of authority?

You then may wish to divide the class into small groups to complete the case study. The group secretary should jot down the answers to the "What do you think?" questions.

D. Concluding Activity

Debrief the activity by asking the spokespersons from each group to summarize discussion and share the group's answers to the questions. Do your students agree with the court decision? (*Reserve Mining Co. v. EPA*, 514 F2nd 492, 1975) If not, what would they have decided? If they had been on the losing side of the case, what actions, if any, would they have felt justified in taking?

Afterwards, you may wish to assign the "Using the Lesson" activities. The first is a journal essay designed to review some of the ideas discussed in the lesson. The second activity is a newspaper research assignment and the third, an imaginative creative writing exercise.

UNIT 2

How Can We Evaluate Rules and Candidates for Positions of Authority?

In this unit, your students, who soon will be voters, will learn a set of intellectual tools to help them choose people for positions of authority.

To introduce the unit, ask students to take a few moments to write a "Help Wanted" ad for the classified section of a newspaper. They should identify a role of authority and describe the attributes an individual should have to fulfill that position.

Take a few moments to allow students to read their ads aloud. As they do so, make a list of words and phrases your students use in their ads. Based on their ads, what characteristics do they think are most important for a person in authority?

Lesson 4

How Should We Choose People for Positions of Authority?

Lesson Overview

In this lesson, students will discuss the characteristics a person should possess in order to fill a position of authority. Students will be introduced to a set of "intellectual tools" and begin to use these "tools of the mind" to analyze issues of authority. They will be able to use these tools in considering the necessary qualifications for a position of public trust.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. describe criteria that can be used to evaluate whether a person is qualified to fill a position of authority
2. define the term "intellectual tools" and give an example of how they are used
3. describe the characteristics a president should have, based on the description of presidential duties found in the Constitution

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Examining qualifications and characteristics

Write the following positions of authority on the chalkboard or on poster paper: scout leader, sports coach, team captain, student government president, babysitter, teacher. Ask students to pretend that they will be interviewing applicants for these positions. Have them take a moment to write down one question they would ask an applicant for each of these positions of authority.

Have students share their questions. Are there any common characteristics people in each position of authority should have? Are there any characteristics particular to certain positions of authority such as special training or physicial requirements? Write these characteristics on the chalkboard or on poster paper for later reference.

B. Problem Solving: Evaluating successful leadership

Ask students if they know the name of the first woman to be honored on an American coin. Explain that they will be learning more about that woman in the following activity. Assign students to work with a study partner to read and discuss the selection on Susan Brownell Anthony. Ask them to be prepared to share their answers to the "What do you think?" questions.

Reconvene the class to discuss the reading and study questions. Compare the characteristics Anthony had with the general characteristics which students listed at the beginning of the lesson. What are the similarities and differences? Do they think her characteristics qualified her to be a successful leader? Do they think, given Anthony's leadership abilities, that she should have had the legal right to vote?

If you wish to expand the discussion, share information about Anthony's friend and co-worker, Elizabeth Cady Stanton (1815-1902). Stanton had thirteen children and was not able to travel as much as the unmarried Anthony, yet she had the intellectual knowledge and philosophical bent to provide a different type of leadership. You may wish to use this example to show that everyone has certain talents and abilities that can be used to contribute to society or to a specific cause.

C. Reading and Discussion: Choosing someone for a position of authority

Begin this next section of the lesson by asking students to name tools they have used during the day, for example, a toothbrush, toaster, fork, pen, or scissors. After listing these concrete examples on the chalkboard or on poster paper, write the term "intellectual tools." Explain that an intellectual tool is a tool of the mind: an idea, set of questions, or observations that help people analyze problems and issues.

Have students read the selection "How should we choose someone for a position of authority?" For easy reference, write on the chalkboard or on poster paper key words from the four questions posed in the student book: duties, powers, privileges, limitations, characteristics, strengths, weaknesses, etc. Ask students why using these questions or tools might help them evaluate a candidate for a position of authority. What additional information might they want to know about such a candidate?

D. Problem Solving: Identifying presidential characteristics

Explain to your students that the questions or intellectual tools they have just learned will help them analyze the problem posed in the next part of the lesson.

Have students work in small groups to complete the activity, following the instructions given in the student book. After the group secretary has recorded the list of characteristics suggested by the group, reconvene the class. Use the "What do you think?" questions to guide a class discussion of the problem.

E. Concluding Activity

After comparing the characteristics identified with Susan B. Anthony to those suggested for a president, ask your students whether they think she would have made a good president. Why or why not?

To conclude the lesson, you may wish to have study partners work together to design either a poster or pamphlet endorsing "Anthony for President." The campaign material should highlight the candidate's qualifications for the position. Another idea would be to discuss whether or not our current president measures up to the characteristics which your students identified as necessary for a good president to have.

You may also wish to assign one of the two reinforcement activities suggested in "Using the Lesson." The first is an essay or oral presentation, based on a television personality who is in a role of authority. In the second activity, students express in their journals their own aspirations concerning a position of authority which they might like to fulfill as adults.

F. Planning Ahead

In the next lesson, students will be evaluating candidates for political office and simulating a "Meet the Press" news conference. It would be a perfect opportunity to invite a member of the press, a member of the League of Women Voters, or your state legislator to class to participate in the panel discussion.

Should you decide to do so, be sure to duplicate a copy of the lesson for your guests to read prior to their class visit, and to allow additional class time for your students to greet and become acquainted with your guests.

You also may wish to have at the learning center some editorials and position papers from the last local election period to share with your students. Civic organizations such as the League of Women Voters and the League of Conservation Voters publish some excellent materials designed to help citizens evaluate candidates and their positions on issues.

Lesson 5

Who Would You Select for This Position of Authority?

Lesson Overview

In this lesson, students will have the opportunity to evaluate different candidates vying for the office of state representative. In doing so, they will apply the intellectual tools they have learned in order to decide who would be best qualified to fulfill this position of authority. (This lesson may take more than one class period to complete.)

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. apply the intellectual tools they have learned to consider potential candidates for public office
2. design questions that will highlight the characteristics necessary for fulfilling an office of public trust
3. explain and justify their choice of a person for public office

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Selecting a state representative

Because your students are nearing voter age, this lesson offers an excellent opportunity to help prepare them for selecting candidates for public office and

also start them thinking about one day running for public office themselves if they wish to do so.

Begin by referring to the previous lesson's discussion of the characteristics of a good president. Ask your students which of these characteristics would also apply to selecting a qualified legislator.

B. Reading and Discussion: Examining the situation in Middletown

Have students turn to Lesson 5 in their books and read the opening sections and the "Memorandum to the People of Middletown." Ask students to summarize the key points made in the reading.

C. Problem Solving: Meeting the press

Assign students the parts they will play in the simulation. Have them read and follow the instructions given in the student book.

Note that a simulation activity can be as simple or as complex as you choose. If you wish to amplify the activity, each candidate's supporters could prepare signs, design buttons and bumper stickers, and write leaflets to distribute in support of their candidate.

The press corps could also invite members of the audience to ask questions of the candidates from the floor. As an alternative to asking questions directly, individuals in the studio audience could write their questions on 3x5 cards and submit them to the moderator. The moderator should summarize duplicate questions, and select questions that are representative of different points of view and that highlight a variety of issues.

After the press conference, members of the media could interview the candidates while the candidates' press secretaries try their hand at "spinning" the news (interpreting it to put their bosses in a favorable light, emphasizing their strengths and minimizing their weaknesses).

Notes from the interviews subsequently could be used as the basis of news articles and for a two-minute nightly TV news story or radio commentary on the upcoming election. Editors could write newspaper endorsements for various

candidates, justifying their reasons for supporting one person over another. Citizens could write "Letters to the Editor" in support of their candidates.

D. Concluding Activity

Conclude the lesson by asking students to vote for the candidate of their choice and then justify their decisions. Use the questions provided as a guide to debrief the activity. Stress the importance of having knowledgeable citizens fulfill their civic duties, such as voting, campaigning, and running for public office, if our constitutional democracy is to remain viable.

You then may wish to have students write news articles, commentary scripts, or editorials to summarize the issues raised in the mock election and to stress the importance of wisely choosing individuals for public office, as suggested in the first "Using the Lesson" activity.

In the second activity, students compare presidential candidates and create a 30-second television ad for the candidate of their choice.

Lesson 6

What Should Be Considered in Evaluating Rules?

Lesson Overview

In this lesson, students will learn to use standard criteria to examine the purpose, necessity, effects, strengths, and weaknesses of rules and laws. They then will have the opportunity to use these intellectual tools to evaluate a law concerning super-amplified car stereos.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. describe the criteria to be used in analyzing a rule or law
2. evaluate a rule or law and explain their analysis

Lesson Materials

Student text

Teaching Procedures

A. Introductory Activity: Sharing ideas about rules

Begin the lesson by writing one or two school rules on the chalkboard or on poster paper. Ask students if they think each rule is a good one. Why or why not? What suggestions, if any, would they offer to improve the rules? On the basis of this discussion, can they offer any points which should be considered when evaluating a rule or law, such as, is it fair? List the points or criteria they suggest on the chalkboard or on poster paper for future reference. Then ask your students to open their books and read the introductory paragraphs of Lesson 6.

B. Problem Solving: Recognizing the flaws in rules

Have students work in pairs or individually to analyze the rules presented in the problem. Afterwards discuss their answers, using the discussion to anticipate the five criteria students will be reading about in the next section of the lesson. Possible answers include: 1. unfair and ineffective, 2. unclear, cannot be understood, 3. not possible to follow, 4. unfair procedurally, 5. discriminatory, 6. interferes with right to privacy.

C. Reading and Discussion: Evaluating a rule

Have students read the section on evaluating a rule. Then ask them to apply the intellectual tools to the school rules they discussed at the beginning of the lesson. Were any of the criteria the same as they had originally considered when evaluating a rule or law?

D. Problem Solving: Evaluating a law

Divide the class into small groups to complete this activity. Have group secretaries record the evaluations of the proposed legislation, using the intellectual tools presented earlier. Afterwards, reconvene the class. Have spokespersons report on each group's analysis of the problem. Then use the "What do you think?" questions to guide a class discussion .

E. Concluding Activity

To conclude the lesson, you may wish to ask each student to survey five individuals of various ages concerning the stereo law. Have them record the opinions and note the sex and approximate age of each person surveyed.

Students should then report the data to a designated student. This student should tally the results and report them to the class. Are there any generalizations students can make from the survey results? For example, are there any patterns in the responses that can be attributed to the age of the person surveyed, or are there no significant correlations?

You also may wish to assign one of the reinforcement activities described in "Using the Lesson." In the first activity, a small group of students devise a school rule and evaluate it according to the criteria introduced in this lesson. In the second activity, students write editorials in their journals concerning a rule or law which interests them.

F. Planning Ahead

In the next lesson, students will be evaluating proposed federal environmental legislation. It would be an excellent time to invite a state legislator, a staff member from your local congressional representative's or senator's office, or a reporter who covers environmental or political news to class to participate in the simulation activity. (See the general suggestions in the introductory section of this guide for conducting a successful classroom visit.)

Lesson 7

How Would You Create a Law?

Lesson Overview

Students will have an opportunity in this lesson to consider proposed federal legislation, using the intellectual tools introduced in this curriculum. (This lesson may require more than one class period.)

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. analyze and evaluate a proposed law according to standard criteria
2. suggest ways to improve a rule or law
3. draft a simple version of a rule or law

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Designing a rule or law

You may wish to use the following activity to introduce the lesson. Ask students to imagine that they are members of a city or town council. There is a wooded park in the town with a series of trails. The park land was originally set aside to preserve the natural landscape, in order to provide a habitat for local flora and fauna and give citizens a place to enjoy nature.

Over the years, conflicts have arisen between individuals and community groups over the use of the park. Most of the conflicts concern the use of the park trails. Hikers are annoyed when mountain bikers and horseback riders run them off the side of the trails. Ecologists are concerned that the bikers and riders are damaging the land. The horseback riders say that the bikers scare the horses and that the hikers are always in the way. The bikers say that they do much less damage than the heavy horses, and if the hikers walked only on one side of the trail, there would be room for everyone. Each group argues that it has a right to use the park and that there are few other places for them to go to enjoy the scenery and be away from the dangers of heavy traffic.

What points should be included in a law designed to deal with the park problem and accommodate the different groups of citizens? Write your class's suggestions on the chalkboard or on poster paper for future reference.

B. Reading and Discussion: Preparing for a senatorial debate

Have students turn to Lesson 7 in their books. Introduce the problem by having students read about the endangered species law and apply the criteria to analyze the law. Then divide students into groups for the role-play activity, according to the instructions in the student book.

You may wish to have students write a brief description of the part they are to play. Students should identify the state they are representing, as local and regional concerns would most likely influence their vote on this issue.

If you wish to elaborate further, you might add in the factor of lobbyists, political action committees (PACs), and financial contributors who might also influence senatorial decisions.

As the small groups meet, travel between them to assist and answer their questions. Note that some students may need special assistance if they have difficulty making the transition from their own views to representing those of their assigned group of senators. One hint you might suggest to students is that they try to anticipate the best arguments for the other groups of senators and attempt to answer them.

Note also that, like any simulation, this one can be as simple or elaborate as you wish. You may wish to amplify this activity by asking groups of students to represent the press and public interest and lobbying groups, such as

environmental organizations, furriers, or ranchers who would have a vested interest in the legislation. (See Teaching Procedures in Lesson 5 for ideas.)

You also may wish to set aside time for individuals and groups to lobby senators for votes and for the senators themselves to "collar their colleagues in the cloakroom," both to discuss the merits of the issue and to make deals, such as, "I'll vote for your bill, if you vote for mine."

C. Problem Solving: Evaluating a federal law

Have students follow the directions in their book for conducting a Senate debate. If including a fourth group of students to represent the press, have them conduct interviews. Afterwards they should script television news stories or write newspaper articles and editorials about the Senate debate and its outcome. Other students might write letters to their senators congratulating or criticizing them on the positions they took.

D. Concluding Activity

Debrief the activity by discussing the three questions posed in the student text, but this time in terms of your students' personal views on the bill, rather than the views of the person whom they were portraying in the simulation. Hold a second vote. How does your class's opinion compare with that of the senators they portrayed?

As a variation of the "Using the Lesson" activities, students may wish to write to their own senator concerning environmental bills before Congress. For example, in 1989 there was a debate about whether or not wolves should be reintroduced on federal lands in Yellowstone National Park. A group of students might research a current environmental bill, report on it to the class, and, following discussion, write a position letter to their congressional representative.

E. Planning Ahead

In the next lesson, students will be considering legislation pertaining to assault weapons. You may wish to find some articles on this topic and include them in the Learning Center. In 1988-89, federal legislation was introduced concerning the banning of assault weapons and there was a series of articles on the topic in national news magazines. You also may wish to invite a state legislator or a staffer from your congressional office to participate in the activity. (See the general instructions for classroom visitors in the teacher's guide introduction.)

UNIT 3

What Are the Benefits and Costs of Authority?

Ask your students to turn to and read the opening unit page. Then write the words "benefits" and "costs" on the chalkboard or on poster paper. Ask students to describe situations illustrating the benefits (advantages) and costs (disadvantages) of using authority.

After listing their suggestions, ask them to describe how people in various roles might view each of the items on the list, for example a dictator, religious leader, senator, or chairman of the board of a large corporation.

Lesson 8

What Are Some Consequences of Authority?

Lesson Overview

In this lesson, students will explore some of the consequences of using authority. By analyzing a series of hypothetical situations, they will learn to identify the benefits and costs involved. They will begin to weigh the importance of the benefits and costs of using authority and then apply these considerations in a case involving automatic assault weapons.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify the consequences of using authority
2. classify these consequences as benefits or costs
3. evaluate how people with different interests and values might weigh the benefits and costs of using authority in a particular situation

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Considering consequences

Have students open their books to Lesson 8 and read the introduction to the lesson. Direct a discussion, based on the questions in the student book, of the new law increasing the minimum age for a driver's license.

You also may wish to mention that in 1987-88, a number of state legislatures debated (and in some cases passed) laws linking drivers' licenses to literacy. For example, young people could not apply for a driver's license unless they had passed a standardized literacy test.

In discussing these laws with your class, be sure to note that having a driver's license is not a natural right, but an earned privilege granted by the state.

B. Problem Solving: Considering benefits and costs

Have small groups of students follow the directions in the student book to complete the problem-solving activity. After considering the situations, each group secretary should record the answers arrived at by the group. Reconvene the class and have spokespersons summarize their groups' views. Discuss each example, using the "What do you think?" questions as a guide.

C. Reading and Discussion: Identifying benefits and costs

Ask students to read about the common benefits and costs of using authority. You may wish to jot down key words on the chalkboard or on poster paper for future reference. Ask students if they can add any costs or benefits not already mentioned.

Conclude this section of the lesson by once again considering the initial example of the driver's license. Have the considerations of benefits and costs altered your students' initial opinions in any way?

D. Problem Solving: Taking a position

Once again, divide students into groups to consider a state law, this time concerning assault weapons. Remind students of the importance of considering different points of view when evaluating a law. After students have made their presentations, use the "What do you think?" questions to guide a class discussion about your students' own views about the proposed legislation.

You also may wish to share with your class the following information about assault weapons.

In July 1989, the Bush Administration made permanent its ban on 43 types of imported military-style weapons. However, most military-style weapons used in this country are not imported. The Bureau of Alcohol, Tobacco, and Firearms estimates that only 25% of assault weapons are imported; the rest are produced in the United States.

A bill to ban the importation and domestic manufacture of assault weapons was introduced in the 1989 session of Congress. Senate Bill 747 would ban the assault weapons most frequently used by drug traffickers and organized crime. According to the bill, current legal owners of such weapons would be allowed to keep their guns, after proving ownership.

Support for the bill came from groups both in this country and abroad. Representatives of Colombia, for example, testified in Congress that the ban would help curb drug-related violence in their country.

Opposition to Senate Bill 747 came from the NRA and other groups who argued that such a law would take away the legitimate rights of sportsmen and would not seriously reduce crime.

E. Concluding Activity

End the class with a vote on the weapons bill. Does it pass? Some students may wish to write a description of the activity, including a summation of the discussion and the tally of the class vote, and send it to their local, state, and national representatives.

To reinforce the lesson, you may wish to assign one of the "Using the Lesson" activities. In both exercises, students evaluate the consequences of decisions concerning authority. The first concerns school rules and the second, situations of authority portrayed in a film or television show. Students can write their answers in their program journals.

F. Planning Ahead

In the next lesson, students will be considering a case involving the Japanese internment camps during World War II. There are also detention camps for illegal aliens that exist in the United States today. You may wish to include newspaper and magazine clippings about these camps, as well as books about the *Korematsu* case, in the learning center. Suggested books include:

Genesway, Deborah and Mindy Roseman. *Beyond Words: Images from America's Concentration Camps*. New York: Cornell University Press, 1987.

Grodzins, Morton. *Americans Betrayed: Politics and the Japanese Evacuation*. Chicago: University of Chicago Press, 1949.

Hosokawa, Bill. *JACL in Quest of Justice*. Japanese American Citizens, 1982.

Irons, Peter. *Justice at War*. New York: Oxford University Press, 1983.

Irons, Peter, ed. *Justice Delayed: The Record of the Japanese American Internment Cases*. Middleton, Conn.: Wesleyan University Press, 1987.

Lehman, Anthony L. *Birthright of Barbed Wire*. The Santa Anita Assembly Center for the Japanese. Los Angeles: Westernlore Press, 1970.

Report of the Commission on Wartime Relocation and Internment of Civilians. *Personal Justice Denied*. Washington, D.C.: U.S. Government Printing Office, 1983.

Sone, Monica. *Nisei Daughter*. Boston: Little, Brown & Co., 1953.

Weglyn, Michi. *Years of Infamy: The Untold Story of America's Concentration Camps*. New York: William Morrow and Company, 1976.

Lesson 9

How Do You Judge the Benefits and Costs of Authority?

Lesson Overview

In this lesson, students will complete a case study of *Korematsu v. United States*, which concerns the internment of Japanese Americans in the United States during World War II. Through studying this case, they will gain additional skill in analyzing and evaluating the benefits and costs of authority.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. apply the intellectual tools they have learned to complete a case study
2. analyze the consequences of the use of authority in a historical situation
3. evaluate the benefits and costs of using authority in a historical case

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Under suspicion

To introduce the lesson, ask students to consider the following scenario:

Some students have brought guns, lead pipes, and other weapons into a school where there has been gang violence. The school administration has declared war on gang activity. Two of the gangs, whose members

have engaged in school violence in the past, are composed primarily of students who live in a particular neighborhood in the city. Therefore, the principal announced, all students who live in that neighborhood will spend their free periods in detention, rather than risk an outbreak of violence on school grounds.

Ask students if they think detention of students solely because they live in a particular area of town is justified. Does it matter that this rule comes at a time when the school is "at war" with gangs?

B. Reading and Discussion: Discovering the background of the case

Have students turn to Lesson 9 in their books and read the introductory text and historical background of the *Korematsu* case (323 U.S. 214). Then use the questions following the case description to lead a class discussion. Does the fact that the decision to intern Japanese Americans came during wartime affect their answers in any way?

Afterwards ask if there are any similarities between the *Korematsu* case and the hypothetical situation your students considered in the introductory activity? If so, what are they?

C. Problem Solving: Conducting the hearing

Have students read and follow the instructions for the hearing found in their student books. As the groups meet to develop their positions, travel between them, offering necessary assistance. As in all case studies, remind students to anticipate the arguments likely to be made by the other side, in order to help them develop their rebuttals.

To conduct the hearing, follow the four specific directions given in the student book. Note that although in an actual hearing, judges may interrupt with questions at any time, you may wish to make it easier for your students by asking the judges to hold questions until the completion of each presentation.

D. Concluding Activity

Debrief the activity by discussing your students' own views on the case. Then hold a class vote. If they had been on the Supreme Court, would they have supported Korematsu's claims? After the vote, you may wish to share some quotations from the actual case. Justice Hugo Black, writing the majority opinion, made an important point concerning racial discrimination which was later used in civil rights cases: "... all legal restrictions which curtail the civil rights of a single racial group are immediately suspect. That is not to say that all such restrictions are unconstitutional. It is to say that courts must subject them to the most rigid scrutiny." After this pronouncement, however, Black proceeded to say:

> Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because the properly constituted military authorities feared an invasion of our West Coast and felt constrained to take proper security measures, because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and finally, because Congress, reposing its confidence in this time of war in our military leaders—as inevitably it must—determined that they should have the power to do just this.

After hearing the Court's ruling, do your students wish to revise their opinions in any way? If so, how?

You may also wish to update your students on recent legislative and judicial decisions concerning the treatment of Japanese Americans. Many years after the *Korematsu* case, researchers found irrefutable evidence that government officers had deliberately misled the Supreme Court on questions related to the military necessity for the evacuations. In response to this evidence, in the mid-1980s federal district courts set aside the conviction of Fred Korematsu. In August 1988 President Ronald Reagan signed into law H.R. 442, introduced as the Civil Liberties Act of 1987. This legislation provided for an official apology by the U.S. government, compensation for survivors, and the establishment of an education fund to assure that such violations of civil rights never again occur.

Finally, you may wish to assign the reinforcement activities found in "Using the Lesson." In the first, students write an editorial concerning the case and in the second, simulate a television interview with someone interned during the war.

UNIT 4

What Should Be the Scope and Limits of Authority?

In the final unit of the Authority curriculum, students will examine the scope and limits of authority. Explain to your students that one of the characteristics of a constitutional democracy is that there are clear limits on the authority of the government. Ask your students how they think the scope and limits of a position of authority should be determined. For example, do they think school authorities should have the right to search the lockers of students suspected of selling drugs? Do they think the Supreme Court should have the right to overrule an act of Congress?

In preparation for the concluding activity, you may ask your students to think of examples of people who have questioned the use of authority by the government, such as Henry David Thoreau and Martin Luther King, Jr., or, more recently, the Chinese students in Tien Na Men Square, and the East Germans who destroyed the Berlin Wall.

Students can prepare for this unit by collecting news articles, editorials, photos, and headlines to be used to create a bulletin or hallway display on the scope and limits of authority.

Lesson 10

What Makes a Well-Designed Position of Authority?

Lesson Overview

In this lesson, students will begin to tackle the problem of creating a position of authority by first analyzing what a well-designed position of authority includes. They also will be introduced to some intellectual tools helpful in determining the scope and limits of authority.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. identify the weaknesses inherent in a poorly-designed position of authority
2. determine the characteristics of a well-designed position of authority
3. describe the intellectual tools helpful in determining the scope and limits of a position of authority

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Suggesting components for a well-designed position of authority

Begin the lesson by writing three positions of authority on the chalkboard or on poster paper, such as a babysitter, principal, and college coach. Note that in previous lessons, your students have discussed the characteristics a person in authority should have. Ask your students to review some of those characteristics

at this time. Explain that it is not only important to choose people with certain qualifications, but the position itself must also be well designed. For example, sufficient resources should be available to accomplish the purpose of the position, and there should be ways to hold the person in authority accountable for his or her actions.

Ask your students to brainstorm ideas for a well-designed position of authority. What features should the design include? Jot down their suggestions for future reference. Afterwards, have them turn to Lesson 10, read the introductory material, and discuss their answers to the questions posed.

B. Problem Solving: Identifying poorly designed positions of authority

Have students work individually or in pairs to read the six situations in the problem-solving activity and answer the "What do you think?" questions. Then reconvene the class and have students share and discuss their answers. How do their answers to the second question compare to the suggestions they made previously about what should be included in a well-designed position of authority? Would the suggestions they made earlier have prevented the problems identified in these six situations? If so, how?

C. Reading and Discussion: Determining the scope and limits of authority

Have students read about the intellectual tools helpful in determining the scope and limits of authority. Then divide the class into six groups. Each should be assigned one of the previous examples of authority to analyze with the new intellectual tools they have learned. The group secretary should record their ideas.

D. Concluding Activity

Reconvene the class and ask spokespersons from each group to share the group's analysis. After class discussion, you may wish to assign one of the "Using the Lesson" activities. In the first, students evaluate a contemporary position of authority. In the second, students write a short story in their program journals about a country where the position of president has not been well-planned.

Lesson 11

How Would You Evaluate This Position of Authority?

Lesson Overview

In this lesson, students will evaluate the position of ship captain, based on the incidents described in the novel *Two Years Before the Mast*. Afterwards, they will make suggestions for improving this position of authority.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. describe the duties, powers, privileges, and limitations of the position of sea captain
2. analyze, with the assistance of intellectual tools, a literary selection which raises issues of authority
3. suggest changes to improve the design of a position of authority

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Reviewing intellectual tools

Begin the lesson by reviewing the intellectual tools presented in Lesson 10. You may wish to write some of the key terms on the chalkboard or on poster paper for reference during the lesson. Then have the class turn to Lesson 11 and read the introduction.

B. Reading and Discussion: Examining the Issues

Divide the class into work groups and have students read the background of the case, the captain's job description, and the adaptation of the story. Each group should then discuss the case, using the questions provided in the text. The group secretary should record the answers to the questions.

C. Concluding Activity

Reconvene the class. Ask spokespersons from each individual "naval review board" to report their decisions to the class. Discuss their answers and suggestions for improving the position of authority.

To reinforce the lesson, you may wish to have students read the original novel and write a book report on it, highlighting the issues of authority. You also may wish to assign one of the "Using the Lesson" activities. In the first activity, students share their views concerning absolute authority. In the second activity, students interview a person in a position of authority.

D. Planning Ahead

In the next lesson, students will design a position of authority in order to solve a problem in a hypothetical high school. You may wish to invite your school principal or a member of the school board to attend the class and discuss the new position of authority your students design.

Lesson 12

How Would You Design a Position of Authority?

Lesson Overview

In this lesson, students have the opportunity to utilize the skills they have been developing and the knowledge they have gained to design their own position of authority.

Lesson Objectives

At the conclusion of this lesson, students should be able to do the following:

1. analyze a problem of authority, using the intellectual tools introduced in this curriculum
2. design a position of authority utilizing the criteria introduced in Unit Four
3. evaluate the strengths and weaknesses of proposed plans for positions of authority

Materials Needed

Student text

Teaching Procedures

A. Introductory Activity: Establishing the problem

Have students turn to Lesson 12 and read the introduction. Divide the class into groups for the activity and have students read about the problem at Harris High.

B. Problem Solving: Analyzing the problem

Have students read and follow the directions for the student government committees. A group secretary should record the answers to the questions posed in the text. The group should then work together to design the new position of authority and chose a spokesperson to present the plan to the rest of the class.

C. Concluding Activity

Reconvene the class and have spokespersons from each group present their plans. Discuss each plan in terms of its strengths and weaknesses. Emphasize that the purpose is not to be overly critical of each other's plans, but to try to select the best parts of each plan in order to create a composite design. If possible, reach a consensus allowing, as always, individuals to disagree with the majority.

After deciding on a plan, individual students should be selected to describe the design in a brief essay, and perhaps also to illustrate it by means of a chart.

You also may wish to assign a reinforcement activity from "Using the Lesson." The first is a letter-writing activity and the second, the creation of a position of authority to deal with a community problem.

D. Planning Ahead

The *Authority VI* curriculum ends with a concluding activity designed to highlight overall themes and to raise some timeless questions concerning authority which have been posed in a variety of cultures and societies.

The activity calls for an introductory class period in which students read and discuss the story of *Antigone;* a second class period to work together in small groups to prepare for a class debate on the issue of challenging authority; and, most likely, a third period for the debate itself, a debriefing discussion, and the presentation of program awards.

You yourself may also wish to prepare for the final activity by rereading *Antigone*, paying particular attention to the words of the Chorus, which in classical Greek literature serves as the voice of the people, registering public opinion concerning the events and major themes of the drama. The words of the Chorus in *Antigone* offer points you may wish to consider during your debriefing discussion.

Because this lesson is the final activity in the curriculum, you may wish to invite your school principal, a member of the school board, or another local official to attend the final class and possibly moderate the debate. If you wish your visitor to play an active role, be sure to give him or her a copy of the lesson to preview. You also may wish to invite your school debating or drama teacher to participate in helping students prepare for the debate.

Your special visitor might also be enlisted to sign and present a certificate of achievement to each member of the class for a job well done on the *Authority* curriculum. (The certificate should be duplicated and partially completed prior to class. It can be found following teaching procedures for the final activity.)

The debate itself could be held at a school assembly or on a special parents' night. You may wish to designate a group of students to serve as a publicity committee for the event and to draft a sample press release and invitations for the debate. The release should also mention the fact that all students in the class will be receiving certificates of achievement to honor them for their work in the *Authority VI* curriculum.

CONCLUDING ACTIVITY

What Should Be the Limits on Challenging Authority?

Explain to your class that the last activity in the *Authority VI* program will be divided into two or three parts—reading, discussion and preparation for a class debate, and the actual debate itself.

A. Reading and Discussion: The concept of civil disobedience

Begin the final activity of the *Authority VI* curriculum by reading the first section of the lesson with your students. Ask them to compare Martin Luther King, Jr.'s views on civil disobedience with Henry David Thoreau's. What limits, if any, did these two men place on challenging authority?

You also may wish to expand the discussion to include contemporary acts of civil disobedience. For instance, members of environmental groups have chained themselves to redwood trees to protest those trees being cut down by timber interests and developers in the Northwest. Women have blocked atomic missile sites in an attempt to force the British government to change its policy allowing American atomic missile bases on British soil. These acts attempted to use power to confront government authority. Can the actions be justified? If so, on what basis?

Be sure to point out that all these actions had one thing in common—the people involved consciously chose not only to break an existing law, but also to willingly accept the consequences of their actions. In this discussion and the subsequent ones you will be having in this lesson, lead your students to see that a core component of civil disobedience is the knowing acceptance of the consequences of breaking a law. It is this willingness to accept the consequences of one's actions that helps distinguish an act of civil disobedience from other kinds of lawbreaking.

B. Reading and Discussion: The Greek classical play *Antigone*

To introduce *Antigone*, you may wish to tell your class that it was written by Sophocles (495?-406 B.C.), an award-winning playwright who authored 120 plays. *Antigone* was first presented in 441 B.C., and raises the conflict between individual conscience and government authority, between state law and higher law.

To help explain the conflict, inform your students that according to the beliefs of the ancient Greeks, the soul of an unburied person was condemned to wander in torment throughout eternity. It was therefore a profound obligation for the family to see that a relative received the proper burial. To fail to do so would break not only family ties of loyalty and tradition, but higher, moral law. Antigone is therefore faced with the choice of treason or immorality.

C. Problem Solving: Conducting the class debate

After students have read the adaptation of the tragedy, follow the directions given in the student book for holding the class debate. As students work to prepare for the debate, travel between the three groups to assist them in designing the questions they will ask their classmates. (Sample questions are presented in the student text.) Once again, urge students to try to anticipate the best arguments made in favor of their opponent's position, in order to help them prepare their rebuttals. You also may wish to share some quotations from *Antigone* with your students to spark their discussion, such as those below spoken by the Chorus. (The Chorus is not represented in this adaptation, but does articulate some of the views of the citizens of Thebes, which may or may not parallel those of your students in Group 3. Note that the male pronouns are not referring to Creon, but a citizen regardless of gender.)

> When he honours the laws of the land and that justice which he hath sworn by the gods to uphold, proudly stands his city... [prior to the news that Antigone had been seen burying her brother's body]
>
> Wisdom is the supreme part of happiness, and reverence towards the gods must be inviolate. Great words of prideful men are ever punished with great blows, and, in old age, teach the chastened to be wise. [final words of the play]

Following the debate, use the "What do you think?" questions to focus a debriefing discussion. These questions are designed to lead to a culminating discussion of the major points made in the program and to elicit your students' conclusions about issues of authority raised in this curriculum.

Refer back to your earlier discussion of civil disobedience and the willing acceptance of the consequences of one's actions. Help your students compare the viewpoints of Creon and Antigone. Creon placed loyalty to the state and his duty as its leader above all else. However, his desire for order and obedience to the law became intermeshed with his own pride, vanity, and self-will. Remind your students that in earlier lessons they discussed the quality of a good law. One of those qualities was flexibility, something Creon's law and his application of it did not have.

Unlike Shakespeare's famous heroine Portia, Creon was unable to appreciate that law must be tempered with mercy to achieve justice. Antigone's fate may have been tragic, but because she knowingly and voluntarily accepted the consequences of her acts, and walked up to her fate with open eyes, motivated by higher principles, she is a noble character. It is wrong, however, to see Antigone as the perfect heroine, because she was cruel to her sister Ismene and had no thought for Haemon. Both she and Creon share an inflexibility of character and a tragic end. The difference is that Antigone chose her fate; Creon stumbled into his through stubbornness and lack of vision.

As the literary critic Frank N. Magill writes, "When suffering is a part of every man's condition, there is a vast difference in how one takes it. A man can fumble into it through ignorance and flaws of character, as Creon does, which makes him merely pathetic. This is the normal human lot. Or a person can freely choose suffering with open eyes by taking on a divine obligation in spite of all obstacles. This way is intense and tragic, but in the end it is the only path that can enlarge our humanity. The greatness of *Antigone* lies in the clarity, the poignance, and the integrity with which Sophocles presented these two possibilities."

You may wish to read the following quotation, and have your students share their opinions about it.

> Liberty is the possibility of doubting, the possibility of making a mistake, the possibility of searching and experimenting, the possibility of saying "No" to any authority—literary, artistic, philosophic, religious, social, and even political.
>
> Ignazio Silone (1900-1978)
> Italian anti-Fascist novelist

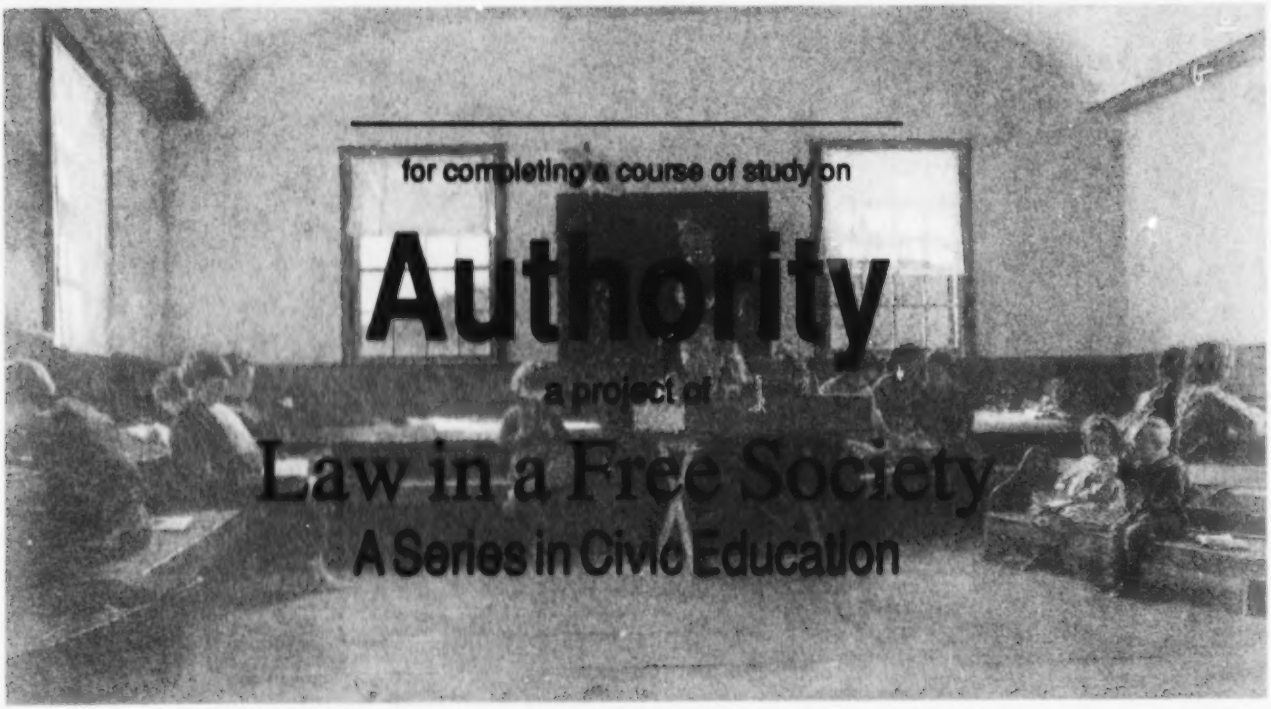
D. Concluding Activity

Conclude your discussion by asking each student to share what he or she considers the most important point learned about the concept of authority during the course of this program. How do their conclusions and evaluations compare? Do they now think about authority and power differently than they did initially? Would they now suggest different pictures for the book cover than they did at the beginning of the program?

Finally, present the program certificates with the assistance of your special guest. Remind your class that our nation was born because people questioned authority and asserted their right to have power over their own destinies. Now your students, who soon will be going into the world as adults, have gained some of the skills and intellectual knowledge that will help them continue in our Founders' footsteps to preserve their legacy of freedom. It is as a symbol of this legacy that each student is presented with a certificate of achievement.

Certificate of Achievement

presented to



Executive Director
Center for Civic Education

Principal

Teacher

Class

Date